

Literacy Weekly Plan- Authors and Texts: Phillip Pullman		Year 2012	Term 2	Week 2
<p><i>Speaking & Listening Objectives/Drama</i></p> <p><i>1. Speaking</i></p> <ul style="list-style-type: none">• Use a range of oral techniques to present persuasive arguments and engaging narratives• Use the techniques of dialogic talk to explore ideas, topics or issues <p><i>3. Group discussion and interaction</i></p> <ul style="list-style-type: none">• Understand and use a variety of ways to criticise constructively and respond to criticism <p><i>4. Drama</i></p> <p>Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires</p>	<p><i>Reading objectives</i></p> <p><i>8. Engaging with and responding to texts</i></p> <ul style="list-style-type: none">• Read extensively and discuss personal reading with others, including in reading groups• Sustain engagement with longer texts, using different techniques to make the text come alive	<p><i>Writing objectives</i></p> <p><i>6. Word structure and spelling</i></p> <ul style="list-style-type: none">• Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words• Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen <p><i>9. Creating and shaping texts</i></p> <ul style="list-style-type: none">• Set their own challenges to extend achievement and experience in writing• Use different narrative techniques to engage and entertain the reader <p><i>10. Text structure and organisation</i></p> <ul style="list-style-type: none">• Use varied structures to shape and organise texts coherently• Use paragraphs to achieve pace and emphasis <p><i>11. Sentence structure and punctuation</i></p> <ul style="list-style-type: none">• Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways• Use punctuation to clarify meaning in complex sentences <p><i>12. Presentation</i></p> <ul style="list-style-type: none">• Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style• Select from a wide range of ICT programs to present text effectively and communicate information and ideas		
<p>Key Vocabulary: setting, characters, atmosphere, reading journal</p>				
<p>Learning Objective: To complete a reading journal based on ‘Clockwork’ by Philip Pullman.</p>				

Emails for Characters:

Princeflorian1@gmail.com password: clockwork

Dr.Kalmenius@gmail.com password: PPullman

Gretl.WhiteHorseTavern@gmail.com password: gretlgretl

fritz.the.novelist@gmail.com Password: green6KG

Karlapprentice1@gmail.com Password Clockman

Blooms Questioning:

Remembering – *Recalling information, Recognising, Listing, Describing, Retrieving, Naming, Finding*

Understanding – *Explaining ideas or concepts, Interpreting, Summarising, paraphrasing, Classifying, Explaining*

Applying – *Using information in another familiar situation, Implementing, Carrying out, Using, Executing*

Analysing – *Breaking information into parts to explore understanding and relationships, Comparing, Organising, Deconstructing, Interrogating, Finding*

Evaluating – *Justifying a decision or course of action, Checking, Hypothesising, Critiquing, Experimenting, Judging*

Creating – *Generating new ideas, products or ways of doing things, Designing, Constructing, Planning, Producing, Inventing*

<i>Day</i>	<i>Whole Class/introduction</i>	<i>Activity/Differentiation</i>	<i>Plenary</i>	<i>Resource</i>
<p><i>One</i></p> <p><i>L.O: use role play to explore moments when characters change in the story.</i></p>	<p>Sentence: Direct Speech. What are the Success Criteria for direct speech? Children create list on IWB. Children then punctuate passage of direct speech from Clockwork on IWB.</p> <p>Text: Discussion of when a main character changes?</p> <p>In small groups discuss if and how any of the main characters changed in the story if at all? Give each small group one character to discuss. Share to class.</p> <p>Gretel, Karl and Fritz. (<i>Gretel from being weak to the heroine, Karl regretting his actions, Fritz regretting writing his scary stories</i>)</p> <p>Role play – Act out one scene (where the character changes) in detail</p> <p><i>*Text available for consulting</i></p> <p>Take a Photo for Reading Journal.</p>	<p>ACTIVITIES:</p> <p>Remembering</p> <p>Children can demonstrate how a character changes using speech.</p> <p>Understanding</p> <p>Children can demonstrate how a character changes using different voices, gestures and movements.</p> <p>Applying</p> <p>Children can demonstrate how the character may have changed if a different course of events had happened in the story. <i>What if Karl had never accepted Sir Iron Soul?</i></p> <p>Analysing</p> <p>Children can deconstruct the exact moments when the characters changed in the story. <i>What was the turning point in the story?</i></p> <p>Evaluating</p> <p>What changes would you make to turn Karl into the Hero? Demonstrate in a role-play.</p> <p>Creating</p> <p>Children devise play where all the good characters are bad and vice versa!</p> <p>SEE SPEAKING and LISTENING PANDAS</p>	<p>Choose a good example of how a character changes and show to class.</p> <p>Emailing character. (Teacher responds daily in role)</p>	<p><i>Clockwork</i></p> <p><i>Digital cameras</i></p> <p>http://www.cholastic.com/browse/col ral.jsp?id=6_type=Book&typeId=374</p> <p>clockwork discussion guide - brilliant</p>

Phase 3: Exploring characters and their conflict and dilemmas through writing and other communication media, and recording outcomes in the reading journal (2 days)

<p>Two</p> <p><i>L.O: To write an eye-witness report of an important moment (in Clockwork)</i></p>	<p>Sentence: Reported and Direct Speech. <i>What is the difference between direct and reported speech?</i> Children complete table on IWB and then identify reported and direct speech sentences. Children then write their own sentences on WBs, imagining they are servants at the castle.</p> <p>Text:</p> <p>Discuss the themes in the story (bravery, heroines, selfishness, terror, failure, success, desires) . Which parts of the story show us these themes clearly?</p> <p>Model writing an Eye Witness Report. Teacher takes an incident and model writing the beginning of an eye witness account.</p> <p>ACTIVITIES:</p> <p>Remembering</p> <p>Children imagine they are an eye-witness when Prince Florian came home, on back of sledge with Prince Otta, with his arm thrashing. On mindmap, recall the sights, sounds and feelings from that day.</p> <p>Understanding</p> <p>Children imagine they are an eye-witness at an important event in the story and describe exactly what happened.</p> <p>Applying</p> <p>Children imagine they are an eye-witness to the event or incident. Fill in the eye-witness report as if they were giving a statement to the police. They must use reported speech and direct speech at least once.</p> <p>Choose one of the moments from below:</p> <p>When Prince Florian came home, on back of sledge with Prince Otta, with his arm thrashing. (writer is a servant in the castle)</p>	<p>Complete one Bloom's activities – appropriate to level</p>	<p>Emailing character. (Teacher responds daily in role)</p> <p>Share good examples of an eye-witness report.</p>	<p>Eye Witness Report</p>
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	<p>When Fritz is reading the story in the pub and Dr Kalmenius arrives. (writer is a member of the town)</p> <p>When the unveiling of the new clockwork piece happens and the two children are first witnessed. (Writer is a member of the crowd)</p> <p>Analysing</p> <p>Children imagine that they are an eye-witness to an important event in the story. What are all the possible outcomes that could have developed as a result of the incident.</p> <p>Evaluating</p> <p>Children imagine they are an eye-witness when Prince Florian came home on the back of the sledge with Prince Otta. Have a debate about what happened. One side believes that Prince Otta was dead, the other side say it is impossible!</p> <p>Creating</p> <p>Children compose a song entitled: The Life of Prince Otta. Include details of how the Prince came into the town like a mad man and how it was later learnt that he was able to drive his horse (clockwork heart).</p>			
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<p>Three</p> <p><i>L.O: to write a recount from another characters' perspective.</i></p>	<p>Text:</p> <p>Hot seat Sir Iron Soul and get his 'side of the story'.</p> <p>Discuss as a class how you would write a story from his perspective.</p> <p>Review features of a recount on IWB</p> <p>ACTIVITIES:</p> <p>Remembering</p> <p>Children list everything they can remember about Sir Iron Soul from the hot seating. Make an acrostic poem about Sir Iron Soul.</p> <p>Understanding</p> <p>Children write a recount from the perspective of Sir Iron-soul.</p> <p>Applying</p> <p>Make up a puzzle game about Sir Iron Soul. Include details of how he felt at various crucial parts of the story.</p> <p>Analysing</p> <p>Children compare and contrast how Sir Iron Side was portrayed in the story and how he actually felt. Present findings in a Venn diagram.</p> <p>Evaluating</p> <p>Write a set of criteria for evaluating a recount from another characters' perspective. Write recount of story from Sir Iron Soul and then evaluate own writing.</p> <p>Creating</p> <p>Re-write the section of the story of Sir Iron Soul in the Tavern from the perspective of Sir Iron Soul. Remember to include the features of a good narrative.</p>	<p>Complete one Bloom's activities – appropriate to level</p>	<p>Emailing character. (Teacher responds daily in role)</p> <p>Share examples of good understanding of the perspective of Sir Iron Soul</p>	<p>Features of recount on IWB</p>
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Phase 4: Evaluating the use of the reading journal (1 day)

<p><i>Four</i></p> <p><i>L.O: to review their reading journal</i></p>	<p>Sentence: Direct and Reported Speech. Children complete table on IWB, converting direct to reported speech and vice versa.</p> <p>What is wrong with the speech in the paragraph from Clockwork?</p> <p>Text: Send an email as a class to Phillip Pullman or post to his website.</p> <p><i>As a class discuss questions on IWB:</i></p> <ul style="list-style-type: none"> - What activity did they most enjoy over the last 3 weeks and why? - What was one surprising fact they found out about Pullmann? - What activity was the hardest and why? - What activity would they like added next year? <p>Then as a class they will email Phillip or post to the discussion forum part of his website:</p> <p>http://www.philip-pullman.com/q_a.asp</p> <p>http://www.philip-pullman.com/forum/index.php</p> <ol style="list-style-type: none"> 1. What have they learnt about Phillip Pullman? 2. What did they like/dislike about Clockwork? 3. What kind of book would they like to see him write next? <p>http://www.triv.net/html/Quiz5/quiz8617.shtml</p> <p>Complete quiz about the book</p>	<p>ACTIVITIES:</p> <p>Remembering</p> <p>Write a learning log – what you have gained or learnt from the book? What was your favourite part of the book? Why?</p> <p>Understanding</p> <p>Write a set of true or false questions about the book.</p> <p>Applying</p> <p>Write a radio advertisement for Clockwork telling people why they should buy it. Refer to title and author.</p> <p>Analysing</p> <p>If you met one of the characters from Clockwork, what 5 questions would you most like to ask them? List them.</p> <p>Evaluating</p> <p>Write a letter to someone recommending they read your book – give reasons why.</p> <p>Creating</p> <p>Design a set of test questions that the teacher might give to someone who has read this book (remember to include Inferential, deductive and evaluative). Include an answer sheet.</p>	<p><i>Share reviews with each other.</i></p>	<p>Book laptops & do quiz in class.</p>
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<i>Guided Reading Day</i>	
<i>Spelling</i> <i>Handwriting</i>	<p>HW: To write a book review on Clockwork 2 weeks:</p> <p>They can publish on: http://www.storiesfromtheweb.org/joinin/review/review-index.htm</p> <p>Cool Reads: http://www.cool-reads.co.uk/ework:</p> <p>http://www2.scholastic.com/browse/collateral.jsp?id=1006_type=Book_typeId=3749 clockwork discussion guide - brilliant help</p> <p>http://www.scholastic.com/titles/features/fantasy/clockwork_rrr.asp scholastic webpage - student reviews</p> <p>http://www.scholastic.com/titles/features/fantasy/clockwork.htm synopsis and review</p>

Groups	Session 1 – 30mins	Session 2 – 30mins	Session 3 - 30mins	Resources
1	<p>I Listening Post:</p> <p>Listen to continuation of Phillip Pullman Northern Lights CD</p>	<p>LS Spelling/Word/Sentence Activity</p> <p>Complete: 'I wonder' Developing Literacy: Sentence Structure and Punctuation. P28.</p> <p>Children complete sentences where one thing depends on another.</p> <p>EXT – Children write 6 more sentences using if or whether.</p>	<p>T Guided Reading</p> <p>Complete Reading "Puss in Boots" By Phillip Pullman.</p> <p>Assessment Lesson: AF6 (<i>identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</i>), AF7 (<i>relate texts to their social, cultural and historical contexts and literary traditions</i>)</p> <p>Ask AF6 & AF7 questions, record on Assessment Sheet</p> <p>If time: Complete character Vein Diagram on two characters from Puss in Boots . Use the pictures as a stimulus for their writing</p>	<p>P55 Cornerstone Pupil Book</p> <p>Developing Literacy: Sentence Structure and Punctuation. P28</p>
2	<p>LS Guided Reading</p> <p>Continue Reading "The Firework-Makers Daughter" By Phillip Pullman. Complete up to Chapter 8</p> <p>Use p.55 Cornerstones Pupil Book as a discussion as the students read, at different stages of the text.</p> <p>Complete a Character Vein Diagram for own choice of two characters from the Firework-Makers Daughter" By Phillip Pullman.</p>	<p>TA Spelling/Word/Sentence Activity</p> <p>Complete: 'I wonder' Developing Literacy: Sentence Structure and Punctuation. P28.</p> <p>Children complete sentences where one thing depends on another.</p> <p>EXT – Children write 6 more sentences using unless.</p>	<p>I Listening Post:</p> <p>Listen to continuation of Phillip Pullman Northern Lights CD</p>	<p>P55 Cornerstone Pupil Book</p> <p>Developing Literacy: Sentence Structure and Punctuation. P28</p>
3	<p>TA Guided Reading</p>	<p>T Guided Reading</p>	<p>LS Spelling/Word/Sentence Activity</p>	<p>P55 Cornerstone Pupil Book</p>

	<p>Phillip Pullman</p> <p>Use p.55 Cornerstones Pupil Book as a discussion as the students read, at different stages of the text.</p> <p>Teacher to discuss setting of story and the main characters involved.</p>	<p>Phillip Pullman</p> <p>Assessment Lesson: AF6 (<i>identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</i>), AF7 (<i>relate texts to their social, cultural and historical contexts and literary traditions</i>)</p> <p>Ask AF6 & AF7 questions, record on Assessment Sheet</p>	<p>Sentence Structure and Punctuation. P29.</p> <p>Change auxiliary verbs to could, should or would.</p> <p>EXT – Children write 6 more past sentences using if, whether or unless.</p>	<p>Developing Literacy: Sentence Structure and Punctuation. P29</p>
4	<p>T Spelling/Word/Sentence Activity</p> <p>Complete 'If...' Developing Literacy: Sentence Structure and Punctuation. P29.</p> <p>Change auxiliary verbs to could, should or would.</p> <p>EXT – Children write 6 more past sentences using if, whether or unless.</p>	<p>I Listening Post:</p> <p>Listen to continuation of Phillip Pullman Northern Lights CD</p>	<p>TA Guided Reading</p> <p>Read "Once Upon a Time in the North"</p> <p>Teacher to discuss setting of story and the main characters involved.</p> <p>Use p.55 Cornerstones Pupil Book as a discussion as the students read, at different stages of the text.</p>	<p>P55 Cornerstone Pupil Book</p> <p>Developing Literacy: Sentence Structure and Punctuation. P29</p>